



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 7**

FALL 2005

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Reference List:

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer the multiple-choice questions that follow each selection. You will then answer some questions that will ask you to think about *both* of the selections. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 1A, STOP.

DIRECTIONS: Read the selection "Conductor on the Underground Railroad." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Conductor on the Underground Railroad"
Questions 1–8

- 1 Allen was afraid while helping Henry James because of the
- A slowness of his buggy.
 - B real risks he was taking.
 - C anger of his father if he made mistakes.
 - D difficulty in thinking under pressure.
- 2 Some people might criticize Mr. Jay for involving his son in an activity that involved some danger. Those with the *opposite* opinion, though, might say that young people like Allen
- A cannot make adult decisions.
 - B will not learn much from their involvement.
 - C should accept without question the laws of the land.
 - D can mature through participation in worthy activities.
- 3 The conductors, stations, and passengers mentioned in the author's description of the Underground Railroad are
- A familiar words involved with railway transportation.
 - B code words.
 - C parts of the slave catchers' network.
 - D law enforcement terms.

- 4 Near the end of the selection, what does Henry James do for Allen?
- A He perceives his anger and calms him.
 - B He senses his vulnerabilities and scares him.
 - C He notices his fear and encourages him.
 - D He sees his nervousness and tells him everything is fine.
- 5 Allen Jay's story demonstrates the
- A beauty and worth of sacrifice.
 - B ease of challenging the law.
 - C contribution young people can make.
 - D injustice of prejudice.
- 6 The events of this story show that while some people mistreat their fellow humans, other people
- A disapprove but are too lazy to take action.
 - B would like to help but need to shield their children.
 - C go out of their way to provide help and restore dignity.
 - D are afraid to get involved in anything that might mean trouble.
- 7 Based on the information in this selection, which of the following was essential to the Underground Railroad?
- A a great deal of cash money on hand for emergencies
 - B a young, innocent-looking person to carry messages
 - C a friendly, unspoken agreement with the local police
 - D a well-coordinated system for moving runaways along

- 8** This selection highlights which human trait?
- A** survivalism: "Each for himself."
 - B** altruism: "People helping people."
 - C** isolationism: "Take care of your own."
 - D** competitiveness: "May the best man win."

DIRECTIONS: Read the selection "Hisako, The Girl Who Would Be Beautiful."
Choose the *best* answer for each question. You may look back at
the selection as often as needed.

"Hisako, The Girl Who Would Be Beautiful"
Questions 9–16

- 9 By the end of the story, Hisako
- A develops a stronger relationship with her family.
 - B follows the example set by her sister and mother.
 - C becomes a skilled artist and musician.
 - D understands her own strengths.
- 10 Which kind of literature is "Hisako, The Girl Who Would Be Beautiful"?
- A biography
 - B novel
 - C short story
 - D nonfiction
- 11 Which of the following are *most* important to the author of this selection as she makes her point about the meaning of beauty?
- A facts and setting
 - B characters and plot
 - C humor and dialogue
 - D description and tone

- 12** In this story, the author lets us know what Hisako is like by
- A** showing Hisako's behavior toward others.
 - B** including her opinions of others.
 - C** letting us know what her parents think of her.
 - D** describing in detail her appearance.
- 13** What is one important lesson that can be learned from Hisako's experience?
- A** We should learn to value our own best qualities.
 - B** Opinions are more important than actions.
 - C** Everyone is equally admirable.
 - D** We should stand up for our personal opinions.
- 14** Which of the following could be learned from Hisako's experiences and her emotional growth?
- A** Children cannot make careful judgments and decisions.
 - B** Young people worry too much over issues that do not matter.
 - C** Children should be left alone and allowed to learn for themselves.
 - D** Young people respond strongly to encouragement and a chance to help others.
- 15** Hisako's experience helps her to learn the value of
- A** determination and strength.
 - B** intelligence and ambition.
 - C** generosity and charity.
 - D** beauty and superiority.

- 16** Suppose that a person has had an experience like Hisako has in this story. That person's motto would *most likely* become,
- A** "Never give more than others give to you."
 - B** "Stick with your own friends and family."
 - C** "If at first you don't succeed, try again."
 - D** "Accept others' good words about you."

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17** What influence do Hisako's and Allen's families have on them?
- A** Hisako's family members placed importance on themselves and their looks. Allen's family emphasized doing good deeds.
 - B** Hisako knew her family appreciated her. Allen was afraid of what his family thought about him.
 - C** Hisako tried to be like her mother and sister. Allen tried to be different from his family.
 - D** Hisako was influenced by what her parents wanted for her. Allen was influenced by the way his parents behaved toward others.
- 18** If Hisako knew that Allen hid a slave to save a life, she *probably* would have been
- A** surprised because he put his life in danger to save someone else.
 - B** pleased because people should always help others when they can.
 - C** angered because he broke the law of the land and deceived others.
 - D** sad because her good deeds were not as important as saving a life.
- 19** Which of the following is a *true* statement about the reading selections?
- A** In both selections, readers must understand the historical context.
 - B** In both selections, character traits are more important than facts.
 - C** In both selections, the family has minor importance in the stories.
 - D** In both selections, the stories take place in urban areas.

20 Both selections are told from

- A** the third-person point of view.
- B** the author's point of view.
- C** the first-person point of view.
- D** the parents' point of view.

21 In which of the following ways does Allen *differ* from Hisako?

- A** Allen did acts of kindness of his own accord; Hisako had to be encouraged to act kindly.
- B** Allen was embarrassed about something; Hisako possessed confidence in herself.
- C** Allen learned to do good deeds from his parents; Hisako chose to do good deeds on her own.
- D** Allen learned to respect the law of the land; Hisako learned to respect her family and community.

1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Some people believe that to be successful, we should know exactly what we want to do in life at a very early age. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "Conductor on the Underground Railroad" and "Hisako, The Girl Who Would Be Beautiful." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE
RESPONSE TO THE PAIRED READING SELECTIONS**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

NOTES/PLANNING

PART 2—READING

INDEPENDENT READING SELECTION

DIRECTIONS:

In Part 2, you will read a selection and answer the multiple-choice questions that follow. You may look back at the selection as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 2, STOP.

DIRECTIONS: Read the selection "Sir Douglas Bader." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Sir Douglas Bader"
Questions 23–30

- 23** Which of the following describes Douglas Bader's attitude toward academics?
- A** He wanted to fly from his earliest days, hating school.
 - B** He did what was necessary when motivated.
 - C** He resisted authority with vigor, showing his boredom.
 - D** He was careless, but so charming that he passed.
- 24** According to the information in this selection, how did Douglas Bader handle his physical problems when dealing with the public?
- A** with bravery
 - B** with defiance
 - C** with denial
 - D** with anger
- 25** The government of the United Kingdom made Douglas Bader a knight because he
- A** gunned down many opponents during World War II.
 - B** suffered a great loss during World War I.
 - C** was an effective advocate for the disabled.
 - D** served Shell Petroleum with distinction.

- 26 Which of the following influences affected Douglas Bader all through his life, as seen in the events mentioned in this selection?
- A war
 - B athletics
 - C prejudice
 - D economics
- 27 Which large theme can we see in this selection?
- A The world's prizes go to those who care least about winning.
 - B Some people may triumph against incredibly difficult challenges.
 - C People who need people are the luckiest people in the world.
 - D Connecting with others is the most important goal we ever reach.
- 28 Bader is *best* described as a man whose
- A focus on his personal goals has inspired others to reach their potential.
 - B status as a son and husband makes him a family man for others to admire.
 - C career as a war hero has encouraged high enlistment in the United Kingdom's army.
 - D performance as a military pilot has raised interest in aviation as a career.
- 29 If Bader had picked a motto or personal slogan from the following, it would *most likely* be:
- A Don't ask what you can do for your country; ask what it can do for you.
 - B Teamwork is the only thing that counts, not individual achievement.
 - C We are all more adaptable and more able than we may know.
 - D Our limitations set our boundaries.

- 30** Which of the following *best* describes this selection's format?
- A** Persuasive: the topic is logically and evenly developed.
 - B** Interviewlike: it follows the natural development of a few questions.
 - C** Personal narrative: it tells events in the order that the subject chooses.
 - D** Chronological: it tells real-life, nonfictional events in the order they happened.

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it. You must choose **ONLY ONE** way.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 PURSUING A DREAM

Many people work hard to achieve their dreams. We may pursue or go after individual dreams or we can pursue dreams that can help others.

Do **ONLY ONE** of the following:

tell about a time you pursued a dream and did or did not achieve it

OR

describe one of your dreams and how you will go after it

OR

explain how you inspired someone or someone inspired you to pursue a dream

OR

tell about someone in history who pursued a dream

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample, answer the multiple-choice questions that follow, and then write a short response. You may look back at the student writing sample as often as needed during Part 3B.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Remember, continue to work on your own in Part 3B until you reach the word STOP on page 26.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

- (1) In the year 2000, I suddenly started to like the game of ping-pong. I liked
(2) it a lot. In fact, I became obsessed with it. I would play and play whenever I got
(3) the chance. I wasn't very good, but I had fun playing.
- (4) For my birthday, my father gave me a ping-pong table. I was so happy
(5) that I almost started to cry. I played for at least an hour every day. If my dad was
(6) busy, then I would fold half of the table and hit against it.
- (7) One of my dad's friends was very good at ping-pong, he had tremendous
(8) reflexes so nothing could get past him. One day he came to our house to see my
(9) dad. I asked him if he would play with me. He said yes. He started offering me
(10) advice on how to hit the ball properly with spin, power, and accuracy. He also
(11) recommended that I should start using a paddle with thicker rubber. I tried it and
(12) played terribly.
- (13) My dad's friend held a party at his house a couple of weeks later. All my
(14) friends and I played ping-pong. He gave us tips, including one about using a
(15) different paddle. All of my friends started using thick paddles, and I thought they
(16) are going to play lousy. By the end of the party, they were playing 50 percent
(17) better. I love to play ping-pong.
- (18) I tried playing with it again at my house and I still hated it. It was too
(19) heavy for me. After a week I suddenly was playing awesome. This proves that
(20) kids should always take advice from elders. They know what _____ doing.

Questions 32–36

32 What genre is this piece?

- A informational
- B research report
- C realistic fiction
- D personal narrative

33 Which of the following would be the *best* title for this student piece?

- A *It's Great to Have a Talent*
- B *My Dad's Friend*
- C *Advice That Made a Difference*
- D *Why I Love to Play Ping-Pong*

34 What is the correct word that fits in the blank on line 20?

- A their
- B there
- C thair
- D they're

35 What should be done to correct an error in the sentence beginning on line 15?

- A Change friends to friend's.
- B Change are to were.
- C Change the period to an exclamation point.
- D It is correct.

- 36 Which of the following graphic organizers did the author *most likely* create before writing this piece?
- A a web showing the characteristics of the dad's friend
 - B an outline showing steps to be a better ping-pong player
 - C a story map showing the order in which events took place
 - D a Venn diagram showing a comparison of the dad and his friend

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

37 Has the writer developed this piece so the audience can easily read it and understand it?

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

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Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-8393
www.michigan.gov/meap

Scoring Key**Part 1: Paired Reading Selections**

Item #	Answer Key
1	B
2	D
3	B
4	C
5	C
6	C
7	D
8	B
9	D
10	C
11	B
12	A
13	A
14	D
15	C
16	D
17	A
18	B
19	B
20	A
21	C

Part 2: Independent Reading Selections

Item #	Answer Key
23	B
24	A
25	C
26	A
27	B
28	A
29	C
30	D

Part 3B: Student Writing Sample: Revising and Editing

Item #	Answer Key
32	D
33	C
34	D
35	B
36	C